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ABSTRACT

This booklet is intended to provide guidance to women who are making decisions about their lives and work and to help them take advantage of the opportunities that are now open to them. Part I gives an overview of the status of women in the work force and some of the factors that affect women's employment. Alternative work patterns are a special focus. Part II provides information about what kinds of jobs will be in demand. The major occupational groups are listed with projected growth for the next decade. Part III contains information about employment counseling or job hunting resources that can be helpful to women as they venture forth into their own futures. Information is provided and resources are listed on these topics: choosing an occupation, becoming qualified, seeking employment (resumes and applications, job hunt, job interviews), and job hunting tips for teen women (getting ready, job hunting, applying, interview). A final section describes these types of information and referral sources: commissions on the status of women; Federal, State, and local agencies; women's centers; and Women's Bureau publications. (YLB)

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Job Options for Women in the 80's

U.S. Department of Labor
Ray Marshall, Secretary

Women's Bureau
Alexis M. Herman, Director

1980

Pamphlet 18

FOREWORD

Throughout the 1980's, American women will be facing a number of challenges as they seek answers to the difficult questions raised in the past decade. Solutions to problems related to employment discrimination based on sex, age, race, and ethnic origin; occupational safety and health; pay equity; child care; and availability of education and training opportunities must be found before equality in the workplace is a reality.

Along with the challenges that must be faced, however, are greater opportunities for women than ever before. Barriers that kept women out of many jobs in the past have fallen, and the most harmful myths about women's capabilities have been laid to rest. Furthermore, access to education and training is no longer limited to the young, so it is never too late to go back to school to learn new skills or get the academic qualifications needed to find a new job and start a new phase of life.

This booklet was prepared to provide some guidance to women who are making decisions about their lives and work, to help them take advantage of the opportunities that are now open to them. Part I gives an overview of the status of women in the work force and some of the factors that affect women's employment. Part II provides information about what kinds of jobs will be in demand, and Part III contains information about employment counseling or job hunting resources that can be helpful to women as they venture forth into their own futures.

ALEXIS M. HERMAN
Director, Women's Bureau

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INTRODUCTION

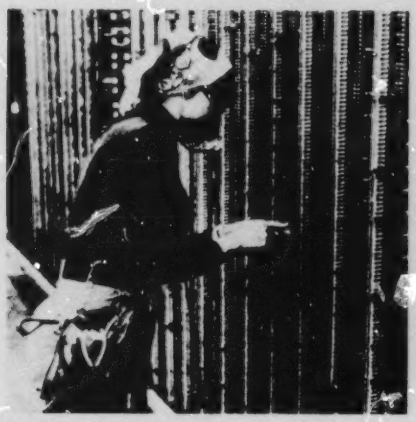
In the past century the number of women in the total labor force has grown from slightly over 2.5 million to over 43 million, and from almost 15 percent of all women age 10 and over in 1880 to 51 percent of all women age 16 and over in 1979.

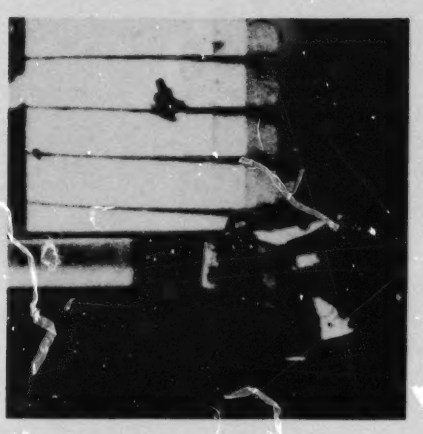
Occupational choice has also widened from a few jobs closely related to and often performed in the home, to a much wider range of employment possibilities. In 1880, 86.3 percent of all women workers were employed in just 10 occupations, as domestic workers, laundresses, dressmakers, milliners and tailoresses, agricultural workers or farmers, cotton and woolen mill operatives, teachers, and restaurant and hotel workers. Today, while slightly over half of all women workers are employed in just 20 traditional women's jobs, there are some women working in almost every occupation. A number of jobs which are now considered "women's jobs" were considered very nontraditional a hundred years ago. For example, Clara Barton had to fight for permission to allow her trained nurses to care for injured soldiers on the battlefields during the Civil War. The Civil War also opened opportunities for women in teaching, which had been a male-dominated occupation up to that time. Men were also secretaries, clerks, stenographers, and office workers. In 1880, women were only 3.6 percent of all office workers; today they are almost 80 percent of all clerical workers, and over 98 percent of all secretaries, typists, and stenographers.

Great progress has been made in breaking down barriers to women's employment in higher paying skilled, professional, and technical occupations, and in improving employment conditions for all workers in the past century. Job opportunities for women in the 1980's will be more varied, more interesting, and better paying than ever before in history. Through gradual breaking down of stereotypes about women's physical and mental capabilities and increased access to education and training opportunities, women's work options have expanded to include virtually all occupational fields.

Note: This publication was prepared by Ruth Robinson Hernandez, Division of Information and Publications.

Part I
Women in the Labor Force: An Overview





The 1970's represented a period of significant social change for women in the United States, and this change was perhaps most evident in the world of work. The proportion of women of working age (16 and over) who were in the civilian labor force rose from 43 percent in 1970 to 51 percent in 1979. An average of nearly a million women a year joined the labor force between 1970 and 1979, when 43.4 million women who were working or seeking work made up 42 percent of the Nation's total labor force.

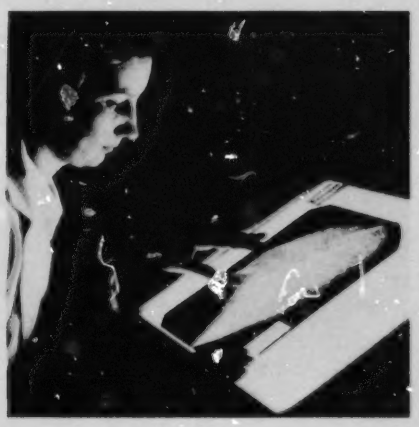
Many factors have contributed to the increase in women's labor force participation. A rising standard of living combined with rapid inflation rates provided perhaps the greatest motivation for women to work outside their homes. A wife's additional income frequently provides the extra money needed for children's education, family vacations, or occasional luxuries. Divorce and separations, which increased significantly during the last two decades, were another factor. Such changes in marital status force most women into paid employment to support themselves and often their families.

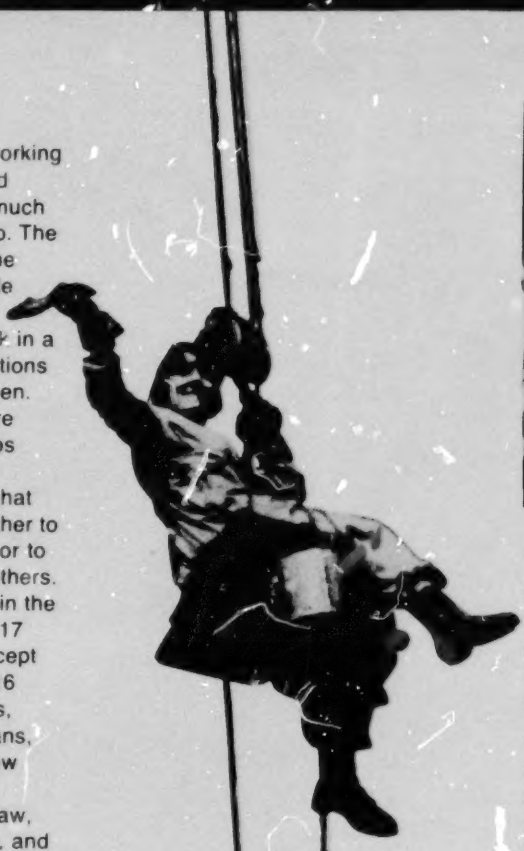
The women's movement, which gained strength and recognition in the last decade, also contributed to the increase in women's labor force participation. Advocates of feminism helped women realize that they had a right to challenging and satisfying jobs and increased awareness among many women about different kinds of employment opportunities and the unfairness of limiting those employment opportunities by sex. College-educated women sought jobs in which they could fully utilize their education and training, while other women tried to overcome barriers in relatively high paying jobs in skilled trades and in technical fields. In addition, many young women postponed marriage and childbearing in order to pursue career and education goals. The trend toward smaller families also relieved family responsibilities sooner for some women, and made it easier for them to manage home and job duties. Convenience foods and labor-saving household appliances helped women who had dual roles as homemakers and employees.

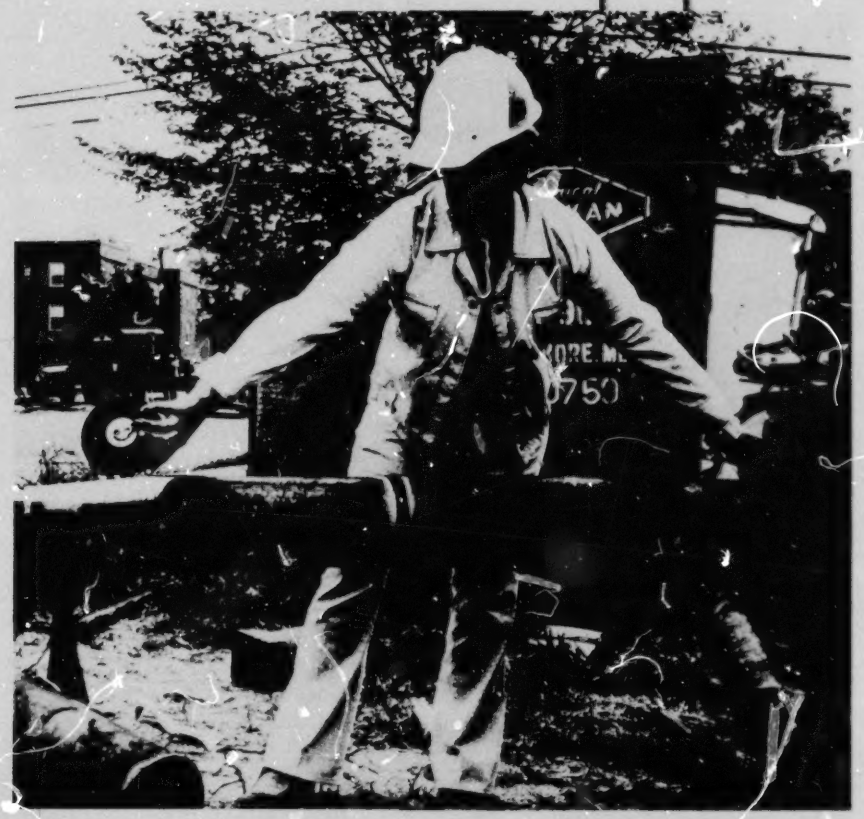
Perhaps the most noteworthy increase in the participation of women in the labor force has been among women 25 to 34 years of age. Many women in this age group who in the past typically stopped working when they got married or had their first child are no longer doing so. The labor force participation rates of women ages 25 to 34 increased 19 percentage points between 1970 and 1979, reaching 64 percent in 1979. This is remarkable because over 70 percent of the women in this group are married, live with their husbands, and have children under 18 at home.

WHERE WOMEN WORK

Although the number of women working outside their homes has increased significantly, there has not been much change in the kinds of jobs they do. The majority of women who entered the labor force during the 1970's made occupational choices along very traditional lines. Most women work in a relatively small number of occupations which are usually chosen by women. Over half of all women workers are employed in just 20 of the 441 jobs listed in the Census Occupational Classification System. Most jobs that women hold are closely related either to homemaking and nurturing roles, or to being supportive of the efforts of others. In 1979, 35 percent of all women in the work force were clerical workers, 17 percent were service workers (except private household workers), and 16 percent were professional workers, primarily nurses, teachers, librarians, and social workers. In the past, few women entered higher income professional disciplines, such as law, medicine, engineering, or science, and women are still underrepresented in these occupations today. For example, in 1979, only 12 percent of lawyers and judges and 3 percent of all engineers were women. Skilled craft or trade occupations in construction or manufacturing industries were virtually closed to women until recently. In 1978, only 6 percent of craft workers were women.







Occupational segregation by sex is primarily the result of sex-role stereotyping about appropriate roles and jobs for women and men. While traditional roles may be satisfying, they sometimes have the effect of limiting a woman's options before she is ready to make important choices about her future. For example, some girls of junior high or high school age are encouraged to avoid "difficult" mathematics and science courses and to think of themselves primarily as future wives and mothers. This kind of counseling does a great disservice to young women who are likely to be not only wives and mothers but also wage earners. Avoidance of mathematics and science courses has the unfortunate effect of eliminating a great many job options and reducing possible employment opportunities to jobs which are, on the whole, lower paying than those which require mathematical, scientific, or technical skills.

One negative effect of the segregation of the labor force into men's and women's jobs is the difference in earnings between male and female workers. Today's full-time year-round women workers earn on average about 59 percent of what men earn. The gap in earnings persists through all education levels, with women high school graduates earning less on average than men with an elementary school education, and women with college degrees earning less than men with only a high school education.

The earnings gap is being attacked on several fronts. Women are being encouraged to consider jobs in occupational fields that previously have been closed to them. These nontraditional jobs generally offer opportunities for higher incomes and more advancement than do jobs traditionally held by women. In addition, laws which prohibit discrimination based on race or sex are being enforced, which has helped to open women's access not only to employment opportunities but also to education and training programs which help prepare them for good jobs.

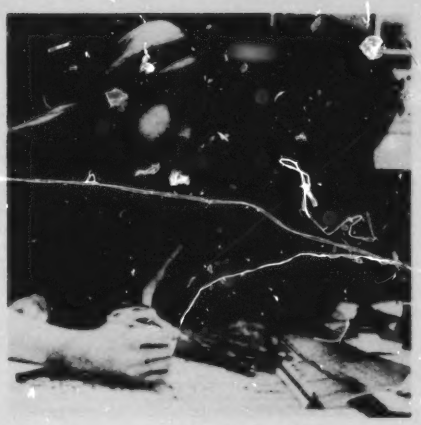
ALTERNATIVE WORK PATTERNS

Alternative work patterns include part-time and flexi-time schedules as well as compressed work weeks and job sharing. Such alternatives to the standard 8-hour day, 5-day week permit workers to better plan their work time in order to meet personal needs or to have more time for continuing education, family activities, or other interests.

Part-time workers form the largest single group on nonstandard or alternative work schedules. In 1978 about 15 million persons were working exclusively part time. Most part-time workers are students or other young people who are not ready or able to make a commitment to full-time employment, persons with family responsibilities, and older workers. About half of all part-time workers are women between ages 20 and 44. The majority of these women hold jobs as clerical workers, retail sales clerks, bookkeepers, receptionists, teachers aides, child care workers, bus drivers, beauticians, nurses, teachers, or real estate agents.

Although part-time employment permits combining work with other activities, such workers frequently "pay" for their flexible schedules with lower earnings and loss of fringe benefits. Employers often do not pay fringe benefits to part-time employees, and on the average, part-time workers earn about 29 percent less per hour than full-time workers. This gap in pay occurs because part-time workers are frequently confined to relatively low paying clerical, sales, and service jobs.

During the 1970's, demand for part-time professional jobs increased as many women with professional training sought to combine their careers with childbearing and family responsibilities. Although acceptance of part-time workers in most professional and administrative jobs is certainly not widespread, opportunities for such schedules have increased and will probably continue to improve. Between 1970 and 1978 the number of women working part time in professional and technical jobs increased 36 percent, from 874,000 to 1,185,000, while the number of women working part time in managerial and administrative jobs increased by 59 percent, from 164,000 to 261,000.



In 1978 Congress passed the Federal Employees' Part-Time Career Employment Act which changed an administrative policy that counted part-time workers the same as full-time workers against a Federal agency's employment ceiling. Under the law, part-time positions are counted as an appropriate fraction of a full-time position. This change is expected to result in a higher level of part-time opportunities in Federal employment.

Job sharing, whereby two people share the same job, is another alternative to full-time employment. Two persons with similar or complementary experience split the time and job duties and share the salary and benefits. Sometimes an employer will hire one person to share a job with a current employee who must reduce her or his working hours, or two persons will be hired and allowed to sort out for themselves a division of work responsibilities and hours as well as the coordination of their work. Job sharers can work out their time schedules, ranging from 6 months on and 6 months off the job to splitting each workday. The distribution of hours between two job sharers can also be varied by mutual agreement to accommodate needs for temporary income or time off. Another advantage is that higher level jobs can sometimes be shared, even where it would be impractical to establish two part-time jobs.

Flexible work schedules which allow workers to choose their work times can also increase work options. Some flexible schedules merely permit workers to choose a standard daily starting time, but do not allow daily variations in the schedule. More liberal programs have flexible time bands for arrival at and departure from work.

Some of these programs may allow varied lunch schedules, with fixed bands of "core hours" in the morning and afternoon. A typical system might allow employees to arrive at work between 6:30 and 10:00 in the morning and to leave between 4:00 and 6:30 at night. Employees must work the required number of hours each day and be on the job during the core hours, usually from 10 a.m. to 12 p.m. and from 2 p.m. to 4 p.m. Some systems even allow employees to work extra hours on some days and "bank" them for later use as paid time off.

Other alternative schedules being tried are compressed work weeks made up of three 12-hour days or four 10-hour days. Some other schedules permit employees to work for 80 hours in a 2-week period and then have several days free.

These kinds of work arrangements permit women and men to share child care and other family responsibilities or to engage in other activities such as education, hobbies, or volunteer work.

Part II
Jobs in the 1980's*

The trend of women's increasing participation in the labor force is expected to continue through the next decade. In 1979 the civilian labor force totaled about 103 million persons. Intermediate growth projections indicate that approximately 16 million more workers will be in the labor force in 1990. Of these 119 million workers, slightly over 52 million will be women, and by then, 57 percent of all women 16 years old and over will be working or seeking jobs. They will make up about 45 percent of the 1990 labor force. In addition it is projected that 72.4 percent of all prime working age women, that is women between ages 25 and 54, will be in the labor force in 1990.

Several factors have a direct impact on employment outlook and job options for women. Economic conditions have an overall effect that cannot be underestimated. Many job opportunities are availabe in an expanding economy, while the number is reduced when conditions are not as good. Other important factors that affect employment options include the age and size of the population, shifts in geographic density, educational attainment, and demand for particular kinds of workers.

*Statistical information in this section was provided by the Division of Occupational Outlook, Office of Employment Structure and Trends, Bureau of Labor Statistics, U.S. Department of Labor.

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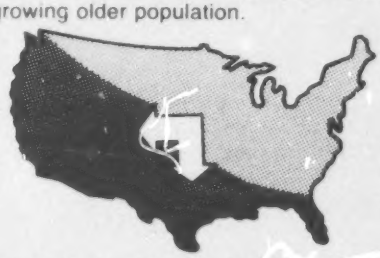
POPULATION CHANGES

In the 1980's people between ages 25 and 44 who were born during the so-called "baby boom" will be the largest population group. Many of these people had great difficulty finding jobs when they entered the labor force in the 1970's, and although most will be employed, the competition for promotions and supervisory positions may prevent many from attaining their career goals.

As a result of low birth rates in the 1960's, some of the severe problems associated with high youth unemployment that characterized the past 10 years will be reduced. However, minority youth will still face some serious problems with unemployment, because these young people tend to be concentrated in urban areas where there are fewer opportunities for unskilled workers, and birth rates among minorities did not drop as much as did the overall birth rate. Competition for entry-level jobs, particularly in professional and technical, administrative and management, and craft occupations should ease.

The decrease in the number of young people also will have an impact on job opportunities in educational fields, because fewer teachers will be needed. This trend will be counterbalanced by increased demand for health care and other services to meet the needs of the growing older population.



In addition to changes in the age of the U.S. population, the 1980's will be characterized by a significant shift in where the population is concentrated. Projected trends in population growth among the States between 1975 and 1990 indicate that the population will continue to move south and west. By 1990, over half of our population is expected to live in those areas. Such a population shift will greatly alter the supply and demand for workers in local job markets. For example, growing areas will have an increased demand for police and fire protection, health care, and other services.

EDUCATIONAL ATTAINMENT

Higher educational attainment of the population as a whole will probably increase competition for jobs in many occupations. High school education has become standard. High school dropouts therefore are likely to face serious difficulties seeking jobs that offer better pay and advancement unless they have specific training for the occupation they wish to enter. They may have to return to school to obtain a high school equivalency diploma (GED) and perhaps may need vocational training to find good jobs. Many technical, craft, or office occupations now require postsecondary vocational education or apprenticeship because employers prefer to hire trained applicants rather than provide training.

Although college education has traditionally been viewed as a sure route to a good job, a number of graduates have found this not to be the case. Between 1968 and 1978, employment of college graduates grew 76 percent. However, the proportion of college graduates in clerical, low level sales, and blue-collar occupations grew also. One out of four graduates took jobs usually filled by someone with less schooling. Nevertheless, college degrees still pay off. College graduates are more likely to be employed and to hold the highest paying professional and managerial jobs.

Employment outlook for college graduates will continue to depend largely on the course of study. Graduates with degrees in science and mathematics will have little difficulty finding jobs, while many humanities and education majors may find it extremely hard to work in their field.

OCCUPATIONAL OUTLOOK*

An important factor in employment outlook is the number of job openings anticipated in each occupation. The number of openings is based on growth in employment in the occupational group and on the need to replace workers who die, retire, transfer to another occupation, or simply leave the labor force for personal reasons. Between 1978 and 1990, replacement needs on the whole are expected to be about twice the number of job openings resulting from employment growth.

The relationship between replacement needs and employment openings is not fixed, and some occupations will have higher replacement needs than others. In general, employees in occupations that require the least amount of specialized training or experience, such as many clerical, sales, and service jobs, tend to have higher replacement rates than do other occupations, because employees can quit and find a similar job with relative ease. Occupations which require significant amounts of training or experience, such as professional or managerial jobs, tend to have much lower replacement rates. Physicians, engineers, and bank managers, for example, have substantial personal investments in highly specialized training, and there are few occupations to which they could transfer without a cut in pay.

The following section lists the major occupational groups with projected growth for the next decade. Comparing occupation growth rates will provide some guidance in making career choices in terms of where the best opportunities for employment will be. However, in making career decisions, it is important to keep in mind that even in occupations where demand is not great, there will be some openings due to replacement of current workers who leave the labor force.

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*More detailed information about forecasts for specific jobs can be found in the *Occupational Outlook Handbook*, which includes information about job duties, education and training requirements, employment outlook, and salary ranges for more than 850 different jobs (see page 12).

Professional and Technical Workers

Average Annual Job Openings in Selected Professional Occupations, 1978–1990

Accountants	61,000
Engineers	46,500
Kindergarten and elementary school teachers	86,000
Lawyers	37,000
Life scientists	11,200
Physicians and osteopathic physicians	19,000
Registered nurses	85,000
Social workers	22,000

Average Annual Job Openings in Selected Technical Occupations, 1978–1990

Dental assistants	11,000
Drafters	11,000
Engineering and science technicians	23,000
Library technicians and assistants workers	7,700
Medical laboratory workers	14,800
X-ray technicians	9,000

Professional occupations are those which generally require college training and specialized study in a specific field. These include accounting, science, education, engineering, economics, nursing, medical practice, social work, counseling, and journalism, for example. Other professional occupations do not require specific amounts of education, but great skill or experience in the particular field of employment. Art, music, acting and other forms of entertainment, and athletics are included in this group.

Technical jobs usually require some postsecondary school training in a specific field, but less than 4 years of college. Technicians assist and work closely with, but under the supervision of, various professional workers, such as scientists, mathematicians, physicians, dentists, or engineers.

Employment for professional and technical workers is expected to grow from 14.2 million to 16.9 million workers, or 19 percent between 1978 and 1990, with total job openings projected at 8 million. There should be good opportunities in energy and environmental fields, as well as health services and computer-related industries. Teachers, lawyers, artists, pilots, entertainers, and oceanographers, however, will face strong competition for jobs.

Managers and Administrators

Average Annual Job Openings in Selected Managerial and Administrative Occupations, 1978–1990

Bank officials and managers	28,000
Buyers	7,400
Health and regulatory inspectors (government)	5,800
Health service administrators	18,000
Hotel managers and assistants	8,900
Personnel and labor relations workers	17,000
Purchasing agents	13,400

Most administrators are professional office employees who run or help run businesses or other organizations. Some are managers who supervise and plan operations and make company policy. Most jobs in administration or management require a college degree, although some vary in the specific area of study preferred. Some employers seek individuals with a business administration or liberal arts degree, and others want candidates with background in a technical area such as engineering or science.

Between 1978 and 1990, the number of people employed as managers and administrators is expected to grow from 10.1 million to 12.2 million, or 21 percent. About 7.1 million job openings are anticipated for managers and administrators by 1990. This group also includes self-employed business operators whose numbers are expected to decline over all. However, there will be opportunities for self-employment in quick-service groceries and fast-food restaurants. The demand for salaried managers will continue to grow as firms increasingly depend on trained management specialists, particularly in highly technical areas of operation.

Clerical Workers

Average Annual Job Openings in Selected Clerical Occupations, 1978–1990

Bank clerks	45,000
Bank tellers	17,000
Bookkeeping workers	96,000
Cashiers	119,000
File clerks	16,500
Secretaries and stenographers	305,000
Typists	59,000

Clerical workers are the largest occupational group and include bank tellers, bookkeepers, cashiers, secretaries, typists, file clerks, and receptionists. Some clerical workers are highly skilled, such as title researchers in real estate firms and executive secretaries in business firms, while others are relatively unskilled, such as messengers and file clerks. Generally employers prefer workers who have finished high school or its equivalent, and who can demonstrate business or office skills. Many employers provide on-the-job training and other instruction for clerical staff.

Between 1978 and 1990, the number of clerical workers is expected to grow from 16.9 million to 21.7 million workers. The total number of job openings will be about 16.6 million. Increasingly sophisticated word processing and computer equipment will affect employment opportunities for some clerical workers, especially those responsible for billing, payroll, and inventory. Jobs which require personal contact, such as secretaries and receptionists, will not be so affected by technological change, and there will be substantial opportunities for these workers.

Sales Workers

Average Annual Job Openings in Selected Sales Occupations, 1978–1990

Automobile sales workers	10,400
Insurance agents, brokers and underwriters	30,000
Manufacturers sales workers	21,700
Real estate agents and brokers	50,000
Retail trade sales workers	226,000
Wholesale trade sales workers	40,000

Sales workers are employed primarily in retail trade stores, manufacturing and wholesale firms, insurance companies, and real estate agencies. Jobs range from sales clerks in stores to highly specialized occupations requiring substantial education and training. Educational qualifications range from completion of high school, or its equivalent, to college degrees with majors in science or engineering. Between 1978 and 1990, the number of sales workers is expected to increase from 6.0 million to 7.6 million. Total openings are projected at 4.8 million. Most openings will occur in retail sales, which employs about half of all sales workers.

Craft Workers

Average Annual Job Openings in Selected Craft Occupations, 1978–1990

All-round machinists	22,500
Automobile mechanics	37,000
Carpenters	58,000
Electricians (construction)	12,900
Industrial machinery repairers	58,000
Operating engineers (construction machinery operators)	36,000
Painters	26,000
Plumbers and pipefitters	20,000

This group includes a wide variety of highly skilled workers, such as carpenters, tool and die makers, machinists, electricians, automobile mechanics, and plumbers. Many skilled workers learn their jobs through apprenticeship programs or other formal on-the-job training. Others learn through educational training programs in junior colleges or technical or trade schools. A high school diploma or its equivalent is generally required. Between 1978 and 1990, employment is expected to grow from 12.4 million to 14.9 million workers. Seven million job openings are projected. Employment in all construction trades will grow, but particularly rapid increases are expected for heavy equipment operators, electricians, iron workers, and cement masons. There also will be good opportunities for workers who repair computers, office machines, air conditioners, and industrial machinery. The Department of Labor's 1978 revised regulations on equal employment opportunity in construction and in apprenticeship should have a positive effect on increasing employment opportunities for women in these areas.

Operatives

Average Annual Job Openings in Selected Operative Occupations, 1978–1990

Assemblers	77,000
Machine tool operators	18,600
Welders	35,000
Production painters	5,200
Local truckdrivers	64,000
Long distance truckdrivers	21,500

The group known as "operatives" includes such production workers as assemblers, painters, welders, spinners, weavers, stitchers, and operators of specialized processing equipment in the food, chemical, paper, and petroleum industries. Between 1978 and 1990, employment for operatives is expected to rise from 10.9 million to 12.5 million workers. There will be 5.6 million openings for workers in this group. Employment increases, however, will be held down by improved production processes in some manufacturing industries. Jobs for textile operatives,

for example, are expected to decline. Among transport operatives, who drive buses, trucks, forklifts, and taxis, employment is expected to increase from 3.5 million to 4.1 million workers. About 1.7 million job openings are projected for the period.

Laborers

Average Annual Job Openings in Selected Nonfarm Laborer Occupations, 1976–1985*

Animal caretakers (excluding farm workers)	7,300
Garbage collectors	10,600
Longshore workers	1,500
Stock handlers	23,800
Vehicle washers and equipment cleaners	5,600

* 1978–1990 figures will be available in summer 1980

Nonfarm laborers include garbage collectors, construction laborers, and freight and stock handlers. Little formal training is required for these jobs, and most learning takes place on the job. Employment in this group is expected to grow slowly as machinery increasingly replaces manual labor. Employment is projected to increase from 4.7 million to 5.1 million workers. A total of 2 million job openings are expected. Among farm laborers, employment is expected to decrease by [illegible] million.

Service Workers

Average Annual Job Openings in Selected Service Occupations, 1978–1990

Building custodians	180,000
Cooks and chefs	83,000
Cosmetologists	28,500
Food counter workers	34,000
Guards	70,000
Licensed practical nurses	60,000
Nursing aides, orderlies, and attendants	94,000
Police officers	16,500
Private household workers	45,000

Average Annual Job Openings for Farm Laborer Occupations, 1978–1985*

Supervisors	649
Wage workers	no openings

*1978–1990 figures will be available later in 1980.

Service occupations include a broad range of jobs in food service—cooks and food servers; cleaning occupations; protective service—police, firefighters, and guards; health service—practical nurses and hospital attendants; personal service—cosmetologists and barbers; and private household service—child care and cleaning jobs. Necessary education for these jobs varies greatly. Some require no formal training while others may call for 1 to 2 years of training or education. Employment in service occupations is expected to increase from 11.7 million to 15.8 million workers, or a total of 4.1 million workers. This approximate growth rate of 35 percent reflects increased demand for services as incomes rise and women continue to enter and remain in the labor force. The total number of job openings for service workers in the 1980's will be 12.2 million.

Projected Change in Employment by Major Occupational Group, 1978–1990 (in thousands)

Occupational Group	Employment 1978	No. of women 1978	Women as percent of total employment	Projected employment 1990	Percent change[1]	Openings		
						Total	Growth	Replacements[2]
Total	**94,373**	**38,882**	**41.2**	**114,000**	**20.8**	**66,400**	**19,600**	**46,800**
White-collar workers	**47,205**	—	**52.1**	**58,400**	**23.6**	**36,800**	**11,200**	**25,600**
Professional and technical workers	14,245	24,572	42.7	16,900	18.3	8,300	2,600	5,700
Managers and administrators, except farm	10,105	2,361	23.4	12,200	20.8	7,100	2,100	5,000
Sales workers	5,951	2,666	44.8	7,600	27.7	4,800	1,700	3,100
Clerical workers	16,904	13,463	79.6	21,700	28.4	16,600	4,800	11,800
Blue-collar workers	**31,531**	**5,767**	**18.3**	**36,600**	**16.1**	**16,200**	**5,100**	**11,100**
Craft workers	12,386	697	5.6	14,900	20.3	7,000	2,500	4,500
Operatives, except transport	10,875	4,321	39.7	12,500	15.0	5,600	1,600	4,000
Transport operatives	3,541	257	7.3	4,100	16.2	1,700	600	1,100
Nonfarm laborers	4,729	491	10.4	5,100	8.1	2,000	400	1,600
Service workers	**12,839**	**8,034**	**62.6**	**16,700**	**29.9**	**12,200**	**3,800**	**8,400**
Private household workers	1,162	1,134	97.7	900	−23.2	500	−300	800
Other service workers	11,677	6,900	59.1	15,800	35.2	11,700	4,100	7,600
Farm workers	**2,798**	**509**	**18.2**	**2,400**	**−15.9**	**1,300**	**−400**	**1,700**

[1]Percentages were calculated using unrounded numbers.
[2]Replacement due to deaths and retirements and other separations from the labor force. They do not include transfers out of occupations.

Part III
Employment Resources for Women

CHOOSING AN OCCUPATION

The first step in choosing an occupation is to conduct a complete analysis of your abilities, skills, and past accomplishments as a student, homemaker, or volunteer. Such an analysis is essential to determine what kind of work you may be qualified for and enjoy. Self-analysis is a difficult process, however, because it requires a great deal of careful thought about your past life, your tastes, personality, and values. A number of books are available which provide step-by-step guidance for this task and offer suggestions about careers which might fit your specific interests and abilities. Many women find the use of a workbook a particularly helpful way to learn more about themselves and their potential for various jobs. (A selected list of these books is on page 12.)

If you find it difficult to start moving toward a career choice, even with the help of a workbook, you might consider taking a course or workshop on "expanding job horizons," "career exploration," "life choices," or "entering the job market." Many community and junior colleges, adult education programs, women's programs, and continuing education programs at colleges and universities sponsor such courses. Women's centers, information and referral centers, and other community organizations also offer employment counseling programs or can refer people to similar counseling services.

Before investing time and money in a career counseling course, find out who will be teaching it and how many will be in the class. The instructor should be someone who has knowledge about education and training programs in the community, as well as local labor market conditions. The class or workshop should be small enough for each participant to receive individual attention. The size of the class, the qualifications of the instructor, and the length of the course should be weighed against the cost. You will be much more selective about a course that may cost over $100 and will run for a month or more than you will be about a 1-day workshop or seminar that costs $10.

While many women have used private career counseling services with great satisfaction, it is wise to approach such services with caution. In choosing a service, be especially careful about the relative value of the assistance you will get compared with the amount of money you will pay. Unfortunately, a number of unscrupulous businesses are taking advantage of women who are not knowledgeable about the job market and their options. Insist on an interview with the counselor and a detailed assessment of the costs. Find out specifically what services you will receive, and be careful about signing any contract before you read and understand it. If you are unsure about the contract, take it home with you and have someone else explain it to you. Finally, before agreeing to pay a substantial sum for private career counseling services, find out if the same services are available for less or no money through volunteer or nonprofit agencies in the community.

Once you have looked closely at your skills, abilities, and experiences, and have a good idea about the kinds of jobs you might enjoy, you can begin investigating available job options. For each occupation you consider, you will want to find out about job duties, skills and education, or training requirements, working conditions, method of entering the occupation, earnings, and opportunities for growth and advancement. Your investigation should be conducted in two parts. The first should consist of reading some of the career exploration books available in bookstores and public libraries. These books will provide general information about many kinds of jobs and should help you to consider a number of options before eventually narrowing your choices. *The Occupational Outlook Handbook*, published by the Bureau of Labor Statistics, is an excellent resource for this purpose (see page 12). Copies are frequently available in libraries, women's centers, and offices of State employment services. Many other references listed can also be borrowed from libraries and women's centers. In addition, most high school guidance or counseling offices collect career materials for their students, and sometimes will permit adults to use that resource.

The second part of your investigation should involve conducting "informational interviews" to find out what a particular job is like by talking to people who hold such jobs. This second approach is particularly helpful because it gives you a chance to make some contacts which may be useful later when you actually start looking for a specific job.

These sources publish and/or distribute occupational briefs which are free or can be purchased at reasonable prices. Write to the addresses below for a list of names and prices of career materials.

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

American Legion Education and Scholarship Program
Department S, P.O. Box 1055
Indianapolis, IN 46206

Business and Professional Women's Foundation
2021 Massachusetts Ave., NW
Washington, DC 20036

Career Briefs
Pratt Institute
Brooklyn, NY 10005

Career Information Center
Butterick Publishing
New York, NY 10017

Career Guidance Media
P.O. Box 3422
Alexandria, VA 22302

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Garrett Park Press
Garrett Park, MD 20766

Glamour Magazine
420 Lexington Avenue
New York, NY 10017

Mademoiselle Magazine
Box 3389
Grand Central Station
New York, NY 10017

National Career Information Center
1607 New Hampshire Avenue, NW
Washington, DC 20009

Occupational Outlook Handbook (Reprints)
Bureau of Labor Statistics
2220 GAO Building
Washington, DC 20212

Research Publishing Company
P.O. Box 245
Boston, MA 02101

Science Research Associates, Inc.
259 East Erie Street
Chicago, IL 60611

Vocational Guidance Manuals
620 South Fifth Street
Louisville, KY 40202

The following books contain some of the most current information about career choices and options. Your librarian or counselor may refer you to other similar works on these and related subjects.

Decisionmaking

The Boxes of Life (and How To Get Out of Them). Richard Bolles. Ten Speed Press, 1977.

How To Decide: A Guide for Women. Nellie Tumlin Scholz, Judith Sosebee Prince, and Gordon Porter Miller. College Entrance Examination Board, 1975. A workbook for decisionmaking and goal setting.

How To Go to Work When Your Husband Is Against It, Your Children Are Not Old Enough, and There's Nothing You Can Do Anyhow. Felice N. Schwartz, Margaret H. Schifter, and Susan S. Collotti. Simon & Schuster, 1973.

Making Vocational Choices: A Theory of Careers. John L. Holland. Prentice-Hall, Inc., 1973.

Matching Personal and Job Characteristics. Occupational Outlook Quarterly Reprint, 1979. Bureau of Labor Statistics, U.S. Department of Labor, Washington, DC 20212.

Where Do I Go From Here With My Life? John C. Crystal and Richard Bolles. Seabury Press, 1974.

Exploring Career Options

Blue-Collar Jobs for Women. Muriel Lederer. E.P. Dutton, 1979.

Everything a Woman Needs To Know To Get Paid What She's Worth. Caroline Bird. David McKay Co., 1973.

Exploring Careers. Bureau of Labor Statistics, U.S. Department of Labor, 1979. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

From Kitchen to Career: How Any Woman Can Skip Low-Level Jobs and Start in the Middle or at the Top. Shirley Sloan Fader. Stein & Day, 1978.

Good Jobs: High Paying Opportunities Working for Yourself or Others. Allen J. Lieberoff. Prentice-Hall, Inc., 1978.

Guide for Occupational Exploration. Bureau of Labor Statistics, U.S. Department of Labor, 1979. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

I Can Be Anything: Careers and Colleges for Young Women. Joyce Slayton Mitchell. College Entrance Examination Board, 1975.

If Not College What? A Guide to Career Education. Muriel Lederer. Quadrangle Press, 1975.

Job Ideas for Today's Women—for Profit, for Pleasure, for Growth, for Self-Esteem. Ruth Lembeck. Prentice-Hall, Inc., 1974.

Paraprofessional Careers. Sarah Splaver. Simon & Schuster, 1972.

Personal and Professional Success for Women. Jan Dunlap. Prentice-Hall, Inc., 1972.

Occupational Outlook Handbook. Bureau of Labor Statistics, U.S. Department of Labor, 1980–81. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Your Career If You're Not Going to College. Sarah Splaver and Julian Messner. Prentice-Hall, Inc., 1971.

A Woman's Guide to Apprenticeship. Women's Bureau, U.S. Department of Labor, 1980. Washington, DC 20210.

Woman's Work Book. Karin Abarbanel and Connie McClung Siegel. Praeger Publishers, 1975.

Occupational Outlook for College Graduates 1978–79. Bureau of Labor Statistics, U.S. Department of Labor. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Part-Time Work and Home Business

Creative Careers for Women: A Handbook of Sources and Ideas for Part-Time Jobs. Joan Scobey and Lee Parr McGrath. Simon & Schuster, 1967.

The Entrepreneurial Woman. Sandra Wilson. Newsweek Books, 1979.

The Family Circle Book of Careers at Home. Mary Bass Gibson. Cowles Book Company, Inc., 1971.

How To Make Money in Your Own Small Business. Wendall O. Metcalf, Verne A. Bunn, and Richard Stuelman. The Entrepreneur Press, 1977.

How To Start and Manage Your Own Small Business. G. Gardina Greene. New American Library, 1975.

99 Alternatives to a 9 to 5 Job. Kathy Mathews. Random House, Inc., 1976.

Profitable Part-Time Home Based Business. Gary Null. Pilot Books, 1974.

Working for Yourself: How To Be Successfully Self Employed. G. Hewitt. Rondale Press, 1977.

BECOMING QUALIFIED

After choosing a specific job or occupational field and having set your career goal, you must then make a plan for accomplishing that goal. If you already have all the education and training you need, your plan will consist primarily on a job-hunting strategy. If, however, you lack the qualifications you need, your plan will mean outlining how you intend to get those qualifications. If you have the time and money to return to school to complete specific educational requirements, that will be your first step. If you do not have those resources, you may have to remain in your present job, or seek a job that will provide financial resources and plan to go to school part-time or through an alternative education program. Frequently it is possible to find a job in your chosen field that will give you useful experience related to your ultimate goal. Most secretarial and administrative assistant jobs offer this option. Many government agencies and a number of private companies provide financial assistance for job-related education or training which may fit into your overall plan for acquiring qualifications related to your employment goal.

A number of innovative programs are available for students who cannot participate in traditional, full-time education programs. These programs allow students to study at home, part time, at their own pace, and on their own schedules. Students can earn educational credit for knowledge and experiences, as well as for noncollegiate education such as that offered by military services and private and government employers. For information about such programs send for the Women's Bureau's free leaflet "How To Get Credit for What You Know." Some of the books listed on page 15 also will be helpful.

Financial assistance for education is available through a number of sources. Most scholarship, grant, and loan programs are administered through the financial assistance office of individual colleges or schools. Once a student has been accepted into an academic program, the financial assistance office is generally helpful in trying to find a way to meet education costs. Most of these offices, however, do not provide information or assistance until after the student has been accepted. Money for continuing education is also available from a number of organizations and companies that do not operate through educational institutions. Directories of financial assistance sources are available in most public libraries. "Selected List of Postsecondary Education Opportunities for Minorities and Women" (see page 15) contains a listing of directories of financial assistance, many of which are free.

For many jobs in craft and technical fields, on-the-job training is provided through company training programs or through apprenticeship programs. Apprenticeship training lasts from 2 to 5 years and teaches workers all aspects of a craft or trade through a combination of on-the-job experiences and related classroom instruction. Such programs permit workers to learn while they are earning money. Craft and technical skills are also taught at vocational, trade and technical schools, and colleges. Taking courses at such schools often provides the added experience needed by many women to qualify for highly competitive apprenticeship programs.

Whether you are looking for a job or planning to continue your education, or both, be sure to consider any volunteer or homemaking experiences you have had. You can get both employment and educational credit for unpaid work if you know how to describe that experience in terms of job skills or knowledge of particular subjects. (Several publications on the next page can help you to assess, describe, and evaluate your volunteer and homemaking experience.)

The following books can provide information about job-related education or training, financial assistance for educational programs, and evaluation of volunteer or homemaking experience.

Directory of Home Study Schools. National Home study Council, 1601 18th Street, NW, Washington, DC 20009.

Directory of Accredited Private Trade and Technical Schools. National Association of Trade and Technical Schools, 2021 L Street, NW, Washington, DC 20036.

A Guide to Educational Programs in Noncollegiate Organizations. American Council on Education, Office of Educational Credit, One Dupont Circle, NW, Washington, DC 20036.

Guide to Independent Study Through Correspondence Instruction. National University Extension Association. Peterson's Guide, Book Order Department, Box 978, Edison, NJ 08817.

Happier by Degrees—The Most Complete Sourcebook for Women Who Are Considering Going Back to School. Pam Mendelsohn. E.P. Dutton, 1980, New York, N.Y. 10016.

How To Get College Credit for What You Learned as a Homemaker or Volunteer. Educational Testing Service, Princeton, NJ 08540.

How To Get Credit for What You Know: Alternative Routes to Educational Credit. Women's Bureau, U.S. Department of Labor, Washington, DC 20210.

I Can: A Tool for Assessing Skills Acquired Through Volunteer Experience. Council of National Organizations for Adult Education. Ramco Associates, 228 East 45th Street, NY 10017.

On-Campus Off-Campus Degree Programs for Part-Time Students. National University Extension Service. Peterson's Guide, Book Order Department, Box 978, Edison, NJ 08817.

Selected List of Major Fellowship Opportunities and Aids to Advanced Education for United States Citizens. The Fellowship Office, Commission on Human Resources, National Research Council, National Academy of Sciences, 2101 Constitution Ave., NW, Washington, DC 20418.

Selected List of Postsecondary Education Opportunities for Minorities and Women. Office of Education, U.S. Department of Health, Education, and Welfare, Washington, DC.

Tips on Home Study Schools. Council of Better Business Bureaus. Available from local Better Business Bureaus or Council of Better Business Bureau, 1150 17th Street, NW, Washington, DC 20036.

SEEKING EMPLOYMENT
Resumés and Applications

The first step in actually seeking employment is writing a resumé or preparing application forms. The resumé or application is usually the first impression a prospective employer has of an applicant, so it is vital that it be a good one.

Since applications are usually filled out on the spot, you may have more difficulty making them as attractive as a resume. Practice on a sample to be sure you can adapt your handwriting or printing to small spaces. When applying for a job, be sure to have all the information you will need for the application form readily available. Print or type key information about yourself on a single sheet of paper, or perhaps on an 8x5 index card. In addition to your name, address, telephone number, date and place of birth, and social security number, you will need the names and addresses of schools you attended and dates of attendance; and names, addresses, and telephone numbers of previous employers, and dates of employment. You will also need a brief description of job duties and salary for each job you have held. Names and addresses of organizations for which you have done unpaid work, name of the person you reported to, and dates of this work are also necessary. Be sure to describe volunteer work in terms of specific job skills so that it will be reorganized as employment experience.

On applications you are usually asked to provide the names, addresses, and telephone numbers of two or three persons who will be able to provide information about your capability, character, or work habits. These should be people who know you well enough to speak knowledgeably about you. It is a good idea to contact them ahead of time to tell them what kind of job you are applying for and that you would like to use them as references. This helps them to know what kind of information to provide to a prospective employer who calls.

Having all this information with you when you apply for work will make your task of filling in the application form much easier. You can concentrate on filling out the form as neatly as possible. Having a prepared sheet in front of you will also help prevent possible spelling errors. You might be advised to purchase a pen with erasible ink before you prepare an application, so it will be easier to correct any mistakes you may make.

There are two widely used formats for resumés—chronological and functional. A chronological resumé lists education and experiences year by year, starting with the most recent and working back. It is more effective for applicants whose recent experiences have been in a field related to the job they are applying for, or whose experiences can be described sufficiently by outlining work in specific jobs. The functional resumé divides qualifications into categories, such as sales, management, financial analysis, writing, or supervision of employees. The functional resumé is particularly helpful to applicants with little or sporadic work experience, or who wish to change careers. Rather than emphasizing employment dates, this resumé highlights job functions. It is also helpful to recent graduates and to women who have a variety of overlapping volunteer experiences.

All resumés should have your name, address, and telephone number at the top. The next item should be your job objective. This might be the name of a specific job title or a more general objective such as "an opportunity to use my skills in _____, _____, and _____." Information about skills and experience should follow, either in the chronological or functional format. Educational experience should include specific information that is related to the job you are seeking, particularly if your work experience is limited. For example, if you have a degree in economics and are applying for a job that requires writing ability, you may want to mention that you had some courses in journalism (only if you did, of course.) Never make a false statement on a resumé. Most employers check at least some applicant information.) If you are applying for a job as a drafter or for an apprenticeship program, you should mention courses in mechanical drawing or industrial arts. The last part of the resumé should list professional organization memberships or affiliations. Most resumés end with "References available upon request." The request for references is generally made when you begin to get closer to obtaining the job.

When a resumé is sent to a potential employer, either in response to a known vacancy or as a general inquiry about employment, it should be accompanied by a cover letter. The cover letter should try to capture the reader's interest and offer some indication of why or how you are particularly qualified for employment with that company or organization. The cover letter should always be the original, typewritten copy, never a photo copy or carbon.

Some women have found it very effective to write an informational letter instead of a resumé, which is a more personal approach. In this kind of letter you provide information about your skills and experience in narrative form. Like the cover letter, it should be addressed to a specific person, usually the president of the company or the head of the office in which you want to work—the person who has hiring power, not the personnel office.

Almost all books on job hunting and career management contain information about applications, resumés, and cover letters. You should look at several to find a model which is particularly adaptable to your needs.

The Job Hunt

Looking for the right job is usually a full-time job in itself. A job search is generally most effective when the job seeker approaches the process as an organized campaign. Perhaps the most important step is to realize that finding a job you will enjoy and want to stay with usually will take a long time, so you should not be discouraged when "your" job fails to materialize at the first, or even the fifteenth, interview.

The next step is to contact everyone you know—friends, relatives, former employers, and old schoolmates—and tell them what kind of job you are looking for and what your skills are. Contact business and professional organizations, trade associations, and community organizations that have information about employment opportunities. Many organizations maintain rosters of applicants or lists of job openings, and others have newsletters or journals which contain job listings in their classified ads. The State employment service or job service office is another good source of information about job openings. In a number of States, commissions on the status of women have prepared employment resource directories which can be extremely helpful to women job seekers.

A great many books have been written on job hunting which provide detailed information about techniques and strategies for finding a job. A number of these are listed on page 18. Before buying copies, check at the public library or at a women's center, if one is nearby, to see if these or similar books are available for your use.

Job Interviews

The job interview is the next crucial step in the job-hunting process. Information about interviewing "do's and don'ts" is included in most of the job-hunting manuals (see page 18). The following suggestions are intended to provide some general guidance. (See also the "Tips for Teen Women" on page 19. Many of the suggestions listed there apply across the board to women job seekers.)

- Know something about the job you are applying for and about the company or organization where the job is located. One of the best interviewing techniques is to demonstrate your interest in a particular job by relating your skills in that job to the company's overall objectives. Interviewers feel an applicant is really interested if she knows what the company is doing.

- Dress appropriately. If you are seeking a professional or administrative position, wear a suit or tailored jacket and skirt. Carry only a handbag *or* a briefcase, not both. For other kinds of jobs, adapt your clothing to the job you are seeking, always erring on the dressed up and conservative side.

- Show interest and enthusiasm for the job. Sometimes interest and enthusiasm are more important than qualifications.

- Prepare ahead of time for difficult questions. Some of the most frequently asked include:

  Tell me about yourself?

  What do you really want to do and where do you want to be in 10 years?

  What are your major strengths?

  What are your major weaknesses?

  How does your experience relate to this job?

  What kind of salary are you looking for?

  How will you take care of your children?

  Do you plan to have a family?

(These last two questions are illegal, but you should be prepared to handle them because they are still being asked.)

Most of the books on job hunting provide good suggestions about how to handle these and other interview questions. The important thing is to be honest, to avoid negatives, and to cast your answer in terms of the company where you are seeking work.

Finally, after every interview, be sure to thank the interviewer for her or his time. Follow it up with a letter which again expresses thanks as well as your continuing interest in the job. Even if you don't get the job, it is a good idea to send a thank-you note after the interview. If the person selected does not accept the position, or if there are similar openings later, the company may call you.

The following resource materials offer a range of job-hunting and career-management information for the beginning job seeker and the career-minded woman.

Back to Business: A Woman's Guide to Reentering the Job Market. Lucia Mouat. Sovereign Books, 1979.

Every Woman's Guide to Time Management. Donna Goldfein. Les Femmes Publishers, 1977.

Everything a Woman Needs To Know To Get Paid What She's Worth. Caroline Bird. David McKay Co., 1973.

Executive Time Management—How To Get 12 Hours Work out of an 8-Hour Day. Helen Reynolds. Prentice-Hall, Inc., 1979.

Games Mother Never Taught You (Corporate Gamesmanship for Women). Betty Lehan Harrigan. Rawson Associates, Inc., 1977.

Getting Yours: How To Make the System Work for the Working Woman. Letty Cottin Pogrebin. David McKay, 1975.

How To Get a Better Job Quicker. Richard A. Payne. Taplinger Publishing Co., 1975.

How To Get a Job and Keep It. Dorothy Goble. Steck-Vaughn Company, 1975. (Workbook)

How To Succeed in the Business of Finding a Job. Phoebe Taylor. Nelson-Hall, 1975.

The Managerial Woman. Margaret Henning and Ann Jardin. Anchor Press, 1977.

National Directory of Women's Employment Programs. Wider Opportunities for Women, Inc., 1649 K Street, NW, Washington, DC 20006.

On Women and Power, Who's Got It, How To Get It. Jane Traney. Rawson Associates, Inc., 1978.

The Quick Job Hunting Map: A Fast Way To Help. Richard Bolles, Ten Speed Press, 1976.

Take Charge of Your Own Career. Donna F. Moore, Self-published. Donna F. Moore, P.O. Box 723, Bainbridge Island, WA, 98110, 1979. (Workbook for Federal employment)

Taking Stock: A Woman's Guide to Corporate Success. Dr. Sharie Crain, with Phillip T. Drogning, Contemporary Books, Inc., 1977.

Two Pay-Check Marriage: How Women at Work Are Changing Life in America. Caroline Bird. Rawson Wade, 1979.

What Color Is Your Parachute? A Practical Manual for Job Hunters and Career Changers. Richard N. Bolles. Ten Speed Press, 1974.

Women at Work: Overcoming the Obstacles. Marlene Arthur Pinkstaff and Anne Bell Wilkinson. Addison-Wesley Publishing Company, 1979.

The Woman's Dress for Success Book. John T. Malloy. Reardon & Walsh, 1977.

The Woman's Selling Game. Carol Hyatt. M. Evans & Company, 1979.

JOB-HUNTING TIPS FOR TEEN WOMEN

Whether you are seeking part-time work after school, a full-time summer job, or full-time year-round permanent employment, these techniques may help improve your chances of getting the job you want.

Getting Ready

Before you start your job hunt, take a close look at your qualifications. Make a list of things you can do: fixing cars, making repairs around the house, doing family shopping, baby sitting, driving a car or truck, making leather or art crafts, cooking or serving food, cleaning, typing, or other office skills. If your grades in school are, or were, particularly good in any subject such as shop, math, English, or typing, make a note of them. Include membership in any clubs or participation in other activities that show you can get along well with other people, can handle responsibility, or are reliable.

Next make a list of your work experiences. Mention all jobs you have held, including paid as well as unpaid jobs, such as camp counselor or church school assistant, and work you may have done with relatives.

If you are under 18 and still in school, go to the school guidance office to find out how to get a work permit. Federal law requires young workers to have work permits and specifies the kinds of jobs they may do and the hours they may work. Generally 14 and 15 year olds can work in many jobs outside school hours and during vacations, while 16 and 17 year olds can work full time in most jobs. Eighteen is the minimum age for hazardous jobs involving power machinery and other potentially dangerous conditions. If you are not in school, the State employment security office will be able to provide information about work permits, as well as available job openings.

If you do not have a social security number, get one. For information, call the Social Security Administration, which is usually listed in the white pages of the telephone directory under "Social Security."

Job Hunting

The following basic steps should help you as you begin to search for a job:

- Go to the school guidance or placement office, if you are in school, to find out about job possibilities.
- Contact the State employment service or job service for information about job openings and placement.
- Ask parents, relatives, and friends about job openings.
- Check classified ads in the newspapers and on bulletin boards.
- Check personnel offices in large stores and factories.
- Consider all the options. Look beyond jobs that are usually held by young women. You might prefer a job as a delivery person or stock clerk, and such jobs sometimes pay more than jobs usually held by women.

Applying

If you have never filled out an employment application, try to get one or two samples for practice. Be sure to print or write neatly and clearly, and to spell everything correctly. Get someone you trust to check your application for neatness and spelling.

In any standard application, you will probably need the following information:

- Name, address, telephone number, date of birth, place of birth, and social security number.
- Names, addresses, and telephone numbers of pervious employers.
- Names, addresses, and telephone numbers of people who will give references as to your reliability and character.

The Interview

Interviews sometimes happen on the spot when you walk into a business in response to a "help wanted" sign, or just to ask about the possibility of a job. When you call to answer an ad, you will most likely be given a time for a personal interview. The following steps should assist you in "putting your best foot forward" during the all-important interview:

- Be on time.
- Go alone. Do not take a friend for company or "moral support."
- Dress conservatively and appropriately. If you are looking for a job in a factory or on a construction site, or as a stock clerk, wear a clean, neat shirt and pants. If you are looking for a job in a retail sales store or an office, wear a coordinated skirt or pants outfit or a dress. Hair should be neatly combed and a minimum of distracting jewelry or make-up should be worn.
- Speak clearly and look at the interviewer during the interview. Do not whisper, mumble, or look at your shoes or the wall. You should maintain eye contact with the interviewer.
- Know ahead of time what hours you will be able to work and what kind of transportation you will have if transportation is necessary.
- Show your enthusiasm for the job by asking questions about the business or work the company does, and about the work you will be doing.
- Find out ahead of time, if possible, what kinds of jobs are available and what the work is like so you will be able to point out how you will be good at it.
- Answer questions briefly, honestly, and without hesitation. Don't talk about personal matters unless you are asked.

If there are no job openings at the time of your interview or if you do not get a certain job, ask the interviewer to keep your application so that you may be considered for future openings.

Finally, at the close of any interview, remember to thank the interviewer for her or his time whether you get a job or not.

One note of caution: If an interviewer asks very personal or embarrassing questions, or make pointed or suggestive remarks about your appearance or attractiveness, or about your personal life, this could indicate potential problems with sexual harassment.

INFORMATION AND REFERRAL SOURCES

Commissions on the Status of Women

Most States and many cities and counties have commissions or councils for women, many of which are actively engaged in improving employment opportunities for women in their area. Although most commissions do not sponsor employment or counseling programs, they are usually a good source of information about where such services are located. A number of commissions have prepared resource directories for women, and a few operate employment or counseling programs. The Women's Bureau, U.S. Department of Labor, has a free list of women's commissions, including addresses and telephone numbers.

Federal, State, and Local Agencies

The *United States Employment Service* is a Federal/State system which provides employment counseling, testing, and job referral and placement services. Many States maintain job service offices which have computerized listings of job vacancies within a specific area. Employment service offices are listed in the white pages of the telephone directory under State government listings.

The *Comprehensive Employment and Training Act* (CETA) provides for job training, counseling and placement services, and employment opportunities for persons who are unemployed or economically disadvantaged. The bulk of Federal money for employment and training is distributed to State and local government units called CETA prime sponsors, which operate programs to meet local needs. The State employment service office generally screens and refers applicants to CETA programs, and can provide the address and telephone number of the local prime sponsor.

Most States have an *apprenticeship agency* or council, usually within the State Department of Labor, which has information about apprenticeship outreach and recruiting programs in the State. All States are served by U.S. Department of Labor regional offices of the Bureau of Apprenticeship and Training. Although these agencies do not recruit applicants for apprenticeship programs, they do provide employers with assistance to improve their training programs, and can sometimes refer applicants to employers who are interested in such referrals.

A number of States provide information about apprenticeship opportunities through *Apprenticeship Information Centers* (AIC's) which are usually operated by the State employment service. The AIC's are a good resource for applicants interested in apprenticeship or skilled, nontraditional job training.

Vocational education agencies are usually located in the State department of education. Under the Education Amendments of 1976, each State is required to designate a sex equity coordinator whose responsibility is to see that State vocational education programs do not discriminate against or stereotype women. These coordinators are a good source of information about vocational education programs that prepare women for work.

Community agencies and organizations frequently operate job training, counseling, or information and referral programs, sometimes as subcontractors for government agencies and often as a public service to local residents. Local chapters of organizations such as the National Organization for Women (NOW), the Young Women's Christian Association (YWCA), Catalyst, Alpha Kappa Alpha, National Council of Negro Women, Business and Professional Women's Clubs, B'nai B'rith, National Urban League, League of United Latin American Citizens, National Council of Puerto Rican Women, and many others sometimes provide counseling for referral services at the community level.

Departments of human resources or local employment and training agencies in cities and towns are another source of possible employment training or job placement or referral services. Their addresses and telephone numbers should be listed in the telephone directory under local government listings.

Women's Centers

Women's centers are an excellent resource for women seeking employment and counseling because they devote themselves to specific problems that women face in the labor market. Many women's centers are located on campuses of community and junior colleges and universities. Although some have a strong academic slant, many have outreach programs designed to provide services to all women in the community. Women who are not thinking about a 4-year college degree program should keep in mind that many educational institutions offer a wide variety of education and training programs in skilled craft and technical occupations, particularly in fields such as medicine or computer technology, where apprenticeship programs are generally unavailable.

Women's centers are also operated by community organizations, such as the YWCA, NOW, and small groups of women who have obtained grants to provide employment-related services to women, either through foundations, or CETA or vocational education funding. Many of these centers have an emphasis on nontraditional jobs for women, and almost all provide information and referral services.

Trade and professional associations are good sources of information about jobs in the particular industry, trade, or profession which they represent. Many have women's caucuses or committees or affirmative action offices which maintain employment rosters or job banks. National headquarters offices for most associations are listed in the *Encyclopedia of Associations* which is published by Gale Research Company, Detroit, Michigan.

Women's Bureau Publications

The Women's Bureau, U.S. Department of Labor, has developed the following resource materials to aid women in their quests for suitable employment.

Affirmative Recruitment Kit, 1978.

Brief Highlights of Major Federal Laws and Order on Sex Discrimination in Employment, 1978.

The Earnings Gap Between Women and Men, 1979.

Sources of Assistance for Recruiting Women for Apprenticeship Programs and Skilled Nontraditional Blue-Collar Work, 1978.

A Woman's Guide to Apprenticeship, 1980.

Women on The Job: Careers in Broadcasting, 1978.

A Working Woman's Guide to Her Job Rights, 1978.

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